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ABSTRACT

A group of 25 Chicano, bilingual, community college students were selected to participate in this curriculum development project, 15 spending an entire semester in Mexico, and 10 going on a shorter tour. The major objectives of the project were: (1) to develop and disseminate bilingual Chicano Studies curriculum materials; (2) to train school personnel in the use of these materials; and (3) to develop an intercultural dimension to Chicano Studies. Fourteen teaching modules for public school classrooms were developed by the participating students, each providing prototype of necessary curriculum materials and orientation and resource materials for the teacher. Among the other project achievements were a Chicano literature anthology, an anthology on Mexican and Chicano thought and philosophy, an anthology on Mexican and Chicano art, videotapes, poetry tapes, a catalogued collection of pictures and slides, collections of Chicano Studies books and records, a comprehensive bibliography of Chicano Studies materials, and indices to Chicano Studies materials. The anthologies, indices, and media materials form a core of curriculum materials for use at the community college level. Special attention is paid to the international and interinstitutional aspects of the project, and the curriculum model is discussed in detail. (KB)

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PROJECT M.E.CH.I.C.A.

Materiales para Estudios Chicanos Interculturales de America

Title IX: Ethnic Heritage Studies Programs of The Elementary and Secondary Education Act of 1965

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FINAL PROJECT REPORT

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BAKERSFIELD COLLEGE
NOVEMBER 1975

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FINAL REPORT
PROJECT M.E.CH.I.C.A.

(MATERIALES PARA ESTUDIOS CHICANOS
INTER-CULTURAL DE AMERICA)

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November, 1975

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FOREWARD

In the Spring of 1974 a group of us accepted the challenge of the pursuit of relevance and quality in education. We proposed Project M.E.CH.I.C.A. as a means of going beyond any one person's or institution's limitations in the quest for a good, relevant program. We felt Chicano Studies deserved the attention. We only hoped that we were up to the task of developing a top-notched Chicano Studies curriculum. We were ecstatic when we received our Title IX funding.

Well, we went to work on this complex, confusing, rewarding and very involving experience which we call Project M.E.CH.I.C.A. We think we ploneered in developing a program that most people would be afraid to think about. We realized a great deal of personal and professional growth. Given the complexities and frustrations inherent in the tasks we faced and given the limitations in our resources, we feel the project worked out miraculously well. Project M.E.CH.I.C.A. turned out to be one of those educational ventures which provided some sort of challenge to everyone who came into contact with it. We certainly learned a lot and hope that all of our fellow students did, too.

This report is simply a statement of what we did and an attempt to share what we learned. We thank all of those who have helped

us along the way and we encourage any readers of the report to try out anything that we have articulated in facing their own educational problems and programs.

FINAL REPORT
OF
PROJECT M.E.CH.I.C.A.

Project M.E.CH.I.C.A. (Ma.eriales para Estudios Chicanos Inter-Cultural de America) was funded under Title IX: Elementary and Secondary Education Act of 1965: Ethnic Heritage Studies Programs. The Project began in August, 1974, and concluded in July, 1975. This report presents a summary of the project, its accomplishments and activities, and an evaluative commentary with concluding remarks about the success of the project. The purpose of this report is simply to describe what the project did.*

SUMMARY OF PROJECT

The purposes of this project were to develop and disseminate bilingual Chican Studies curriculum materials: 2) to prepare school personnel in the use of these materials; and 3) to develop an inter-cultural dimension to Chicano Studies.

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*The interested reader might also want to consult a copy of the original proposal which can be obtained through Jesus G. Nieto, Director of the Chicano Cultural Center, Bakersfield College, 1801 Panorama Drive, Bakersfield, California 93305.

The project was addressing these purposes with attention to the following needs:

> Adequate curriculum materials for community college Chicano Studies programs are generally scarce; therefore, there is a need for the development of these materials. Existing materials and instruction are almost entirely in English, thus excluding the Spanish-speaking student and preventing the full development of the program. The need for bilingual Chicano studies materials and instruction is, therefore, apparent.
>
> Chicano-oriented curriculum materials are generally lacking in the public schools, although they are badly needed to meet the needs of all students, and the requirements of recent legislation has made it a necessity to include Chicano-oriented materials for the elementary-secondary level. Students involved in Chicano Studies programs who plan to become teachers generally lack the necessary skills to translate their content background into the curriculum of the public schools. Teachers and teacher aides in the public schools generally lack skills for curriculum development, as well as content backgrounds in Chicano Studies. Preparation which combines these two groups in curriculum materials development and professional preparation is badly needed. It is also clear that students who are preparing to become teachers need an early and thorough inter-cultural experience to prepare them for teaching in a culturally pluralistic society.
>
> Adequate study of the nature of the Chicano, whose cultural roots are firmly imbedded in Mexican culture, requires an international and inter-cultural dimension for its fullest development. This international dimension in a Chicano Studies program is also needed to reduce the provincialism and ethnocentrism of community college students and teachers.

In its attempts to fulfill these needs and achieve its purposes the project was organized so that a group of community college students were selected to participate. These students were Chicano and bilingual. They also had a commitment to bilingual/bicultural education and had a strong interest in entering the education profession. The selected students were accompanied by two Bakersfield College staff members, and the group of 15 students and 2 staff members went to Mexico for the Fall semester.

An academic program was arranged in conjunction with the CIVAC (a Mexican government-supported technical university) in Cuernevaca, Mexico. Arrangements for this exchange were facilitated and supported by the Dirección General de Educación Tecnologica Industrial, which is an agency of the Mexican Federal Government. The original proposal called for a two-way exchange with Mexican students and staff also coming to Bakersfield College. However, lack of sufficient lead time to work out all of the financial exchange and legal details within all of the related bureaucracies forced abandonment of that part of the proposal.

The MECHICA group in Cuernevaca lived together in a common facility. While they attended classes as a group at the CIVAC, the classes which they attended were specially arranged and limited contact of our students with the regular students and regular curriculum. In addition to participating in the academic program, each student was to complete a project which would develop or collect materials for a Chicano Studies curriculum unit. Hence, the international exchange resulted in each student having an international educational experience and each student contributing to the development of Chicano Studies curriculum materials.

These student generated curriculum materials were to be for use at the community college level. Once assembled, the sets of materials were used to "spin off" additional curriculum units for various public school grade levels. This "spin off" development was completed by students returning from Mexico working with teachers in training and MECHICA staff. The project resulted in a pool of students having a set of experiences which helped develop them as bilingual/bicultural and Chicano Studies human resources

in the Kern County, California area. The project also produced a variety of materials for use in a variety of grade levels from kindergarten through higher education.

The proposal called for this sequence of activities to be repeated by a second group of students who, along with two staff members, would spend Spring semsester in Mexico. However, for a variety of reasons the second semester exchange simply could not be arranged. As an alternative, 10 students were selected to work on projects while staying at Bakersfield College. These 10 students, along with five staff members and 12 additional "paying-their-own-way-totally" persons supportive of the project, spent 15 days around Easter in an intensive educational tour of Mexico City and its surrounding areas and the Yucatan. While this educational tour was more limiting than the Fall semester experience, it did give its participants a bicultural, international experience.

In addition to the cultivation of students as human resources and student project originated curriculum materials, the project produced a variety of additional materials. These materials resulted from staff work. All project produced materials are available for inspection and reproduction, at cost, through the Chicano Cultural center at Bakersfield College.

Before looking at successes and failures of the project and before examining project achievement with respect to objectives, it seems most reasonable to look at a listing of what the project actually produced.

PROJECT ACHIEVEMENT

A summary list of project achievements is presented in Table 1. Each entry in the list deserves explanation.

Out of the 25 students selected to participate in the project, 24 of them completed all required activities. That is an impressive completion rate. Completion of the project means that each of these students participated in an international, cross-cultural educational experience (14 for a full semester, 10 for the educational tour). Each student brought her/his project to a reasonable point of completion. Each of these 24 students vastly improved their knowledge and understanding of their cultural heritage and improved their abilities to relate that heritage to others. Without doubt, this pool of students will result in many competent bilingual/bicultural teachers within the next four years.

Table 2 summarizes the teaching modules for public school classrooms, which were developed by the project. Each of these teaching modules provides prototypes of necessary curriculum materials and sufficient orientation and resource materials for the teacher so that the module can be implemented with little or no special training of the teacher. Each of these modules resulted from tremendous amounts of student work. Their materials have been tried out with public school teachers and students to ascertain grade level appropriateness and general feasibility. Formal field testing was anticipated, but it could not be arranged since the modules were not completed until May. We anticipate that all modules will be used and improved next year even though there is no continuing project support.

TABLE I

LIST OF PROJECT ACHIEVEMENTS

1. 24 students (out of 25 selected) completed project activities.
2. A set of 14 teaching modules.
3. A Chicano Literature Anthology.
4. An Anthology on Mexican and Chicano Thought and Philosophy.
5. An Anthology on Mexican and Chicano Art.
6. A videotape on the history of the Chicano's pre-Columbian past.
7. Chicano Poetry Tapes.
8. A catalogued collection of picture and slides.
9. A comprehensive bibliography of Chicano Studies Materials.
10. Development of a Chicano Studies book collection.
11. Development of a Chicano Studies Record collection.
12. A comprehensive index to Chicano Studies A-V materials.
13. An index of all Chicano Studies materials available at Bakersfield College.
14. A series of articles on project activities.
15. A series of speaking engagements concerning project activities.
16. A Chicano Studies display and collection.

TABLE 2

TEACHING MODULES

Grade Level	Topic
K	The origins of corn and other Mexican foods
K	The Mexican family
1	The Piñata as Mexican Art
1	The Old Man's Dance and other cultural differences
2	Mexican foods and the Mercado
2	Mayas and Aztecs
3	Historical and contemporary differences and likenesses: USA and Mexico
3	Map skills: Mexico and USA
4	The Chicano family
5	Aztec beliefs
6	Mexican Culture through dance
Junior High	Southwestern History: Mexican/Chicano/Indian/Anglo
High School	Chicano Literature
High School	La Mexicana/Chicano

The Chicano Literature Anthology is a truly exciting work. The anthology resulted from a Chicano Literature contest, and it is the first anthology of truly Chicano literture to be published. The literature contest was publicized in over 600 colleges and universities (Appendix A presents a sample of the flier which was used.). Works were received from over 50 authors. Entries came in from places including Kansas City, Colorado, Michigan, Illinois, Oregon, Arizona, New Mexico and Tennessee as well as from many parts of California (Delano, Dinuba, Richgrove, Chula Vista, Visalia, Fresno, Claremont, Sacramento, Bakersfield, Irvine, Santa Maria, Santa Cruz, San Francisco, Walnut Creek and Pleasant Hills, to name a few). The entries were judged by a panel of Chicano literary experts. The panel selected works for inclusion in the anthology. The anthology presents about 250 pages of current Chicano literature. These works were selected from the over 100 works and the over 2,000 pages submitted in the contest. We think that if it can be disseminated in sufficient quantity, the anthology will have a large impact on Chicano Studies at the high school and college levels. We are hopeful that some publishing agreement can be reached so that the anthology will circulate beyond the limited number of copies which the project could have printed.

The anthology on Mexican and Chicano Thought and Philosophy consists of 28 articles and about 350 pages. A few of the articles are original. Most are reprinted with permission from other sources.

The anthology on Mexican and Chicano Art consists of 35 articles and about 250 pages. It has many original articles and a few reprinted articles. These three anthologies provide a good set of curricular materials for use in a college level Chicano Studies course. They could also be used in a high school. Together the three anthologies are an impressive set of materials which provide the teacher with materials and information which is not yet readily commercially available.

The videotape on the history of the Chicano's pre-Columbian past is a ½ hour professional quality production. It was to be the first of a series of shows on Chicano history. Hopefully, the series will be completed in conjunction with KERO-TV in Bakersfield, California. The tape was first aired on Channel 23, Bakersfield, in the Spring of 1975. The show has been nominated for an award as an outstanding locally produced documentary by the National Association of Television Broadcasters. The tape is available in 3/4" color cassette form to be copied at Bakersfield College and at KERO-TV. It is an excellent presentation for use in the classroom, junior high level and up.

The Chicano poetry tapes are a series of ½hour audio tapes. Each tape presents readings of Chicano poetry with appropriate dramatic background effects. These tapes are also available for duplication through the Chicano Cultural Center, Bakersfield College.

The collection of pictures and slides consists of over 500 photographs and over 700 slides. These visuals picture scenes and life in Mexico. Various of the visuals would be of interest

to anthropology, geography, economics, history, and social studies as well as Chicano Studies classes. The entire collection has been catalogued to facilitate selection of appropriate pictures for various topics and presentations.

The bibliography of Chicano Studies Materials is the most comprehensive one that we have seen. It consists of the integration of and compilation of over 70 previously existing bibliographies. The resulting bibliography presents a complete reference for each entry, and it keys each entry as to where the item can be located and procured.

The Chicano Studies book collection is a collection of over 600 books currently available through the Chicano Cultural Center at Bakersfield College. These materials have been invaluable in developing the curriculum materials. They remain an active collection serving students and further curriculum development efforts in the Kern County area. Many of the books (484) were donated to the Chicano Cultural Center by the Mexican government.

The record collection consists of over 50 phonodiscs. The records present Chicano and Mexican music, poetry and historical readings. As with the book collection, the record collection will continue to be available to serve patrons through the Chicano Cultural Center.

The index to A-V materials lists Chicano Studies A-V materials available at over 40 sites. It presents standard media reference information on each entry as well as indicating how to obtain each material through loan or rental. This index is the most comprehensive index to Chicano Studies A-V materials currently available.

The index to Chicano Studies materials at Bakersfield College simply indexes all of the materials available on campus and through the Chicano Cultural Center. Since the MECHICA materials are indexed here, this index will guarantee that MECHICA materials will continue to be used in the Kern County area.

A series of articles on Project MECHICA appeared in Kern County media. Eight newspaper articles were written by the Bakersfield Californian, eight by the Bakersfield News Bulletin, six in the Wasco, California, paper and over a dozen in the Bakersfield College Renegade Rip. KERO-TV aired a ½ hour special on the history of the Chicano's pre-Columbian past. KWAC, a Bakersfield radio station, aired many "spot commercials" to publicize the project and its various activities. KBCC, the Bakersfield College student radio station, aired numerous "news reports" on the project. We feel that this media coverage in Kern County drew many people's attention to the project. We feel that the exposure helped to raise community awareness to the needs of the Chicano and to the ethnic heritage of the Chicano.

The project provided presentations at several meetings and conferences and in several public school classes. A total of 21 speaking engagements were handled by project staff. These included 12 major presentations in Kern County, 6 elsewhere in California and 3 to national groups (the Multicultural Institute in San Francisco, the American Association of Community and Junior Colleges in Seattle, and the Title IX Institute in Washington, D.C.). The project director gave a workshop to over 75 people at the Northern California Multicultural Bilingual Conference. Project

materials were supplied for use in San Mateo and Los Angeles (as well as Kern) Counties. Project students also made presentations (22) in a variety of high school and junior high settings. These presentations were at the request of someone in the public school. Again, the project did publicize what it was doing and tried to make an impact on people about Chicano Studies. The typical presentation was well received and seemed to be encouraging to both the presenter and the audience.

Probably the best single presentation made by the project was a display developed for Chicano Studies Week at Bakersfield College. The display consisted of an organized collection of pictures and artifacts focusing upon the heritage of the Chicano. Media shows (slide-tape, slides, tapes or video tapes) were intermittently available. An estimated audience of well over 5,000 visited the display. Project participants were available to answer questions. The number of non-student viewers who were "drawn in" from the community was impressive. A random sample of 100 viewers were monitored. They spent an average of over 10 minutes each looking at project materials. They all made positive comments about the display. Again, this sort of positive interaction of the public with Chicano Studies materials has to be beneficial for the growth and development of multi-cultural education.

We feel that these accomplishments are significant. More quality Chicano Studies curriculum materials are available now than before the project. More comprehensive reference tools for finding Chicano Studies materials are available now than before the project. The project "groomed and turned on" a group of students

to multi-cultural education. The project also seemed to create some general good will in the Kern County Area. For these reasons and these accomplishments, we feel that Project MECHICA was an unqualified success. However, the project did fall short of our expectations and hopes.

FINAL STATUS OF PROJECT WITH RESPECT TO OBJECTIVES

The project proposal listed ten objectives. It seems reasonable to look at the project's accomplishments using those objectives as criteria. This section presents the final status of project activities for each of the ten objectives.

OBJECTIVE I The development of Chicano Studies curriculum materials at the community college level.

This objective was definitely achieved. The anthologies, the indices and the media materials form a core of curriculum materials for use at the community college level. In fact, these materials along with the book and record collections do form the core of materials to be used for Chicano Studies at Bakersfield College for the next several years. The materials are organized so that they can be formed into whole courses in Chicano Studies or so that they can provide materials on Chicano and Mexican heritage to be integrated into other (anthropology, literature, etc.) courses.

It had been hoped to formally field test and instructionally validate these materials. The materials were tried out and "debugged" with our students. However, time and staff limitations simply could not allow field testing and related data collection in a formal sense.

OBJECTIVE 2 The development of Chicano Studies curriculum materials for bilingual instruction at the community college level.

This objective was likewise achieved in that many of the Chicano Studies materials which were developed and collected are in Español. In fact, some materials are in both English and Español. Consequently, these are available for bilingual instruction. The same limitations on field testing apply here also.

OBJECTIVE 3 The development of pedagogical and didactical skills by Chicano Studies faculty in the development of curriculum materials.

Six community college, one four-year college and about 20 public school faculty all furthered (or initiated, as the case may be) their skills relevant to developing and using Chicano Studies materials. These people participated in workshops and then applied their skills through developing and using the MECHICA materials. At least 100 additional faculty (various levels) attended meetings where the project attempted to improve their skills. We have no had data on these meetings other than that they happened and the participants went away enthused about the possibilities the project opened up for them.

The 27 faculty with whom we worked most closely did improve their skills as evidenced by self-report and ratings of their performance on project tasks.

OBJECTIVE 4 The development of an international dimension in Chicano Studies to allow for the following:

a. The study of the Chicano's historical and cultural roots in Mexico;
b. the need for broadening the cultural, philosophical, and international outlook of the community college student;
c. the need to eradicate "ethnocentrism";
d. the necessity of providing early and thorough intercultural experience in the preparation and training of those persons interested in becoming teachers in a culturally pluralistic society.

Fourteen students completed a one semester experience in Cuernevaca, Mexico. Ten students (plus the additional 12 "tourists") completed the educational tour in the Spring. Based upon data collected in interviews, on questionnaires, and academic performance ratings by project staff, there can be no doubt that parts "a" and "b" of this objective were achieved by every student. With respect to part "c", the students and project staff were quite amazed at the way they were received in Mexico. They were much less accepted by Mexican citizens than they anticipated. They found that their cultural roots as Chicanos and U.S. citizens were perceived by Mexican citizens as being quite different from the cultural roots of the true Mexicans. The students found that their loyalties to the U.S. were stronger than they had anticipated. Part "d" has been achieved for these 24 students. Some data relevant to this objective is presented below in the discussion of international aspects as an extraordinary feature of this project.

The prime limitations in achieving this objective were cost, bureaucratic restrictions and time. Project expense per student was greater than originally anticipated. Transporting 24 students and staff to Mexico, supporting their stay there and staffing a project all for $70,000 is quite an accomplishment in and of itself. Moreover, each individual student during the first semester had to spend more of their own money than originally anticipated. Something had to be done to reduce costs by the Spring semester.

Initially, the Mexican government and Bakersfield College showed a strong interest in the project and its cultural exchange aspects. Bakersfield College found sending personnel and money

out of the state to be very difficulty. The Mexican government could not identify people to come to California rapidly enough to start the school year for the fall semester. As a result, the exchange did not occur during the Fall. The Mexican government did open many doors and provided many facilities to the project. We estimate that they provided about $25,000 worth of facilities and services during the Fall. This "gift" from the Mexican government was done on a non-contractual, strictly "good will" basis. However, they found that they could not afford to continue supporting the project. As a result, the true exchange of faculty and students in both directions never occurred, and we had to find an alternative to the entire semester international experience of the Fall. The educational tour combined with project work in Bakersfield provided that alternative.

Our assessment of student outcomes is that the two week international experience had almost as great of positive impact on the students as the entire semester experience. The shorter experience is certainly more affordable. This finding is elaborated upon in the international aspects of extraordinary features section.

OBJECTIVE 5 The development of Chicano-oriented curriculum materials for use in the elementary/secondary levels.

This objective was met by the development of the teaching modules listed above. The original proposal called for extensive field testing and dissemination efforts. We were unable to do the formal field testing and dissemination for several reasons, even though each module was informally tried out with a group of students.

The orginal plan called for collaboration with Bakersfield City School District. At the time of submission of the proposal the district promised extensive cooperation and some personnel

support. During the Fall semester a series of meetings and telephone conversations between the Director and Associate Director of Project MECHICA and the appropriate Bakersfield City School District administrators proved fruitless. The district simply no longer chose to cooperate with the project. Consequently, the nearest "laboratory" for field testing was closed off in a formal sense. Some teachers from the district who were involved in in-service work at California State College, Bakersfield, contributed to the project by refining and trying out the modules. We feel as though our modules are reasonably sound and "debugged", and they are worthy of use.

Also, we had hoped that the project would continue for a second year. Had that happened, the focus of the work would have been formally testing, refining and disseminating materials originating from first year activity. Since that is not the case, we hope to find other groups who are interested in completing the testing, packaging and disseminating the MECHICA developed materials. Groups within two large school districts and a group within the California State Department of Education have expressed such an interest. At any rate, 14 teaching modules in Chicano Studies have been developed and are ready for use in their prototype form.

OBJECTIVE 6 The preparation of Chicano Studies students who will enter the teaching profession in translating their Chicano Studies content materials into bilingual/bicultural curricula at the elementary/secondary levels.

This objective was met in two senses. Seven of the 14 first semester students and 6 of the 10 second semester students have matriculated into a bilingual/bicultural teacher preparation pro-

gram. That makes 13 out of 24 students have already continued their commitment to pursue a career in bilingual/bicultural education. Five of the remaining 11 assert that they will matriculate into such a program when it is appropriate for them to do so. The other six are still somewhat undecided, but are all still considering such a future. This seems to be a remarkably high degree of commitment from a group of 19-20 year old students.

All 24 of the project students brought their Chicano Studies projects to some degree of completion. These students each spent anywhere from 70 hours to 300+ hours developing their Chicano Studies materials. This work was primarily above and beyond classwork and academic requirements. Such work reflects highly on the students. Also, the project must have met some success in preparing them in order to have gotten so much work out of them. This objective would no doubt have been even better achieved if formal field testing could have occurred. On the other hand, a group of 12-18 enthusiastic, energetic, competent bilingual/bicultural teacher trainees is nothing to sneer at.

OBJECTIVE 7 The preparation of elementary and secondary teachers, student teachers, and teacher aides in Chicano-oriented curriculum development for bilingual/bicultural programs in Kern County.

Courses were offered at Cal State College, Bakersfield, and Bakersfield College. These course (Topics in Bilingual Education (BC) for teacher aides and Workshop in Bilingual/Bicultural Materials Development (CSB) for teachers and student teachers) each drew the anticipated twenty in-service persons. The courses were rated by their students as being successful. The students were rated by the instructors as being from satisfactory to successful.

Our original intention with respect to this objective was to offer more workshops and true in-service work with teachers and staff. We were relying upon support from Bakersfield City School District and other districts to staff these workshops. When that support was not forthcoming, we were unable to do any more with respect to this objective. Consequently, while the project did achieve this objective with about 40 teachers, that falls far below our original expectations.

OBJECTIVE 8 The dissemination of the Chicano Studies curriculum materials and the adapted elementary and secondary curriculum materials to various national, state and local institutions, organizations, and groups.

We simply could not afford to disseminate the materials as planned. Several hundred copies of the anthologies and the bibliographies are available and are being distributed--primarily to other community colleges and high schools in California. These materials and all other materials are available to be duplicated through the Chicano Cultural Center at Bakersfield College (1801 Panorama Drive, Bakersfield, California 93305). Anyone interested in obtaining materials may do so by contacting the center; however, the cost of duplication and postage must be paid. The project budget would not allow making large numbers of copies of media and not even many copies of printed documents. We are willing to continue dissemination efforts of the project's materials in collaboration with any collaborating agency even though Project MECHICA has been completed as such.

A preliminary field test and dissemination chain was originally set up. Many schools and agencies indicated a strong desire and willingness to test and/or implement various project materials,

Due to the lateness in the school year when the prototype materials were completed and due to our continually dwindling funds, we could not take advantage of and capitalize upon our "leg work" in identifying such potential users.

OBJECTIVE 9 The cooperation with various institutions (Bakersfield Community College, California State College at Bakersfield, and Bakersfield City School District) in the solving of the needs described.

Cooperation as originally intended and hoped for did not occur. The inter-institutional aspect of the extraordinary features provides much more information on the hopes for a truly effective consortium effort.

Specifically with respect to this objective, Bakersfield College cooperated fairly well with the project. Both the Dean and Associate Dean of Instruction were at times quite helpful to the project. In interviews both of these individuals indicated that the project had definitely made a positive contribution to the institution. Yet, both also felt that the project fell somewhat short of its unrealistically high self-expectations. This point is elaborated upon in the evaluation narrative. Institutionally, California State College at Bakersfield did not cooperate with the project even though two individual faculty members did participate. This was pretty much as expected. As mentioned earlier, Bakersfield City School District did not cooperate with the project even though they originally expressed an intention to do so.

OBJECTIVE 10 The cooperation with La Secretaría de Educación Pública of Mexico in the development of Objectives #1-4.

This cooperation started off exceedingly well as evidenced by the facilities and services provided by the Mexican government to our students in Cuernevaca. In fact project participants were initually inundated with activities and social events provided by La Secretariá de Educación Pública of Mexico. Unfortunately for the project, the demands placed on our students became so time consuming and exhausting that the degree of cooperation here became almost antagonistic to achieving the project's major objectives. Attempts by the project director to temper the situation partially succeeded. However, for economic reasons La Secretariá de Educación Pública of Mexico could not continue to support the project beyond the first semester. This point is further discussed in the evaluation narrative section and in the inter-national aspect of extraordinary features section.

An additional implied objective of the project was to utilize an advisory board to assist in establishing and maintaining rapport with appropriate action groups, advocacy groups and members of the community. We established an advisory board immediately after beginning the project. The advisory board met twice very early in the project's history. It met only once again. The group never "gelled" as we had hoped it would and it really did not interact with the project and vice versa. Were we to do the project over again, we would expend more efforts in cultivating a dynamic, productive advisory board.

We do feel that the publicity received by the project and interactions between project staff and students helped to maintain reasonable community relations. The project did not formally work with local action and advocacy groups. It would have been better to do so, but staff and time limitations did not allow it.

informal contact was maintained with several groups: Chicanos Unidos for Progress, La Comicion Honorifica Mexicana and Chicanos Unidos for Barrios Action.

The Project did a reasonable job of achieving seven of its ten objectives. That seems like reasonably creditable performance for an ambitious project. In fact, all objectives were achieved to some extent; but somehow we had hoped to achieve all of them to a higher degree than we did.

EVALUATION NARRATIVE

It is the purpose of this section to make evaluative comments on several aspects of the project. The section is organized in a chronological fashion and presents commentary and data on certain happenings which we perceived (at the time they occurred) to be significant to the outcomes of the project. The narrative does not claim to be comprehensive. It is an attempt to honestly reflect on the project and problems we ran into along the way.

Our first two major problems occurred as funding began. The proposed budget of over $100,000 federal contribution was cut to $70,000. Being young, energetic, idealistic types we tried to find ways of cutting the budget without really cutting back on the program to be completed. As earlier comments about dwindling funds for field testing and dissemination and rising costs (even with the help we received from the Mexican government) of sending students to Mexico indicate, we could not quite do it. It is really amazing that we did as much as we did for the money we had.

The second problem was time. The project was not really able to start until about July 20. School started right after Labor

Day. That left 5-6 weeks to find a cooperating institution in Mexico, negotiate exchange agreements and select students and staff to go to Mexico for the semester. (In addition to simply getting a project started, that is a lot to expect.) Thanks to assistance from Jorge Ponce, Director of International Programs for the American Association of Community and Junior Colleges, Mr. Frank Wattron, Associate Dean of Instruction at Bakersfield College, and several Mexican government officials and a lot of work by Jes Nieto, Director of Project MECHICA, a lot of bridges got crossed rapidly and certain possibilities opened up. Appendix B presents the log of a planning trip to Mexico by Nieto and Wattron. That log reflects a tremendous effort at initial planning for the exchange.

Based upon information reflected in the log, we continued to push negotiations to house the program at CIVAC in Cuernevaca. In the meantime, we selected a group of 15 students to go as project participants. Selection involved publicizing the program, reviewing applications, interviewing (bilingually) all applicants who met our criteria. The students were selected before we had even completed arrangements with CIVAC. Fortunately, arrangements were completed with no apparent difficulties. Then, in the middle of August, we leisurely designed the orientation sessions which would take place right after Labor Day.

Our feelings of comfort disappeared rapidly when we discovered how complex international exchanges can be. The Mexican institution could not identify faculty and students to come to California on such short notice. We found this out in late August.

In early September, we found out that Bakersfield College would not legally allow the two instructors, who were planning on accompanying the group, to go since the exchange faculty could not come to Bakersfield. This had to do with the instructional salaries still being paid by the college. The project did not have the funds to assume those salaries so two part-time staff had to be found on very short notice. Two staff members (the Technical Coordinator and a part-time Chicano Studies instructor) volunteered so that the students could go. These two staff members are competent, delightful people, but only one had any previous international program experience and neither spoke Spanish all that well.

The orientation sessions began, but obviously with such drastic staff changes and arrangements having been made so recently, the orientation was not as specific as we had hoped it would be. A schedule of the orientation session is presented in Appendic C. A questionnaire was used to assess student perceptions of the orientation and provide us feedback so we could improve for the second time around. A sample questionnaire with typical student responses is presented as Appendix D. Appendix E tabulates the mean responses and the comments made to each question. Examination of these data reveal that the orientation was certainly acceptable. It could have been better, but it tended to come out close to four on a scale of one-to-five.

After the students were sent to Mexico, we made two remarkable discoveries. First, we learned of the difficulties involved in getting a state supported agency (Bakersfield College) to disburse funds out of the

country. These difficulties put a strain on the group in Mexico in that they were there better than two months before they started receiving monthly expense checks. Fortunately, no one starved or got arrested, but the temporary shortage of funds definitely became a strain on student morale.

Our second major discovery was that the Mexican government had great expectations for the group. They truly "wined and dined" the group in style. Our students (being in their early years of college and coming from Chicano homes in Kern County) obviously had not been groomed to be goodwill ambassadors during the orientation sessions. Far too much was expected of them. Language differences and cultural differences made the leadership demands on the on-site staff members impossible. The impossiblity of the leadership demands was still increased by the Mexican expectation of handling all important planning and negotiating only with the project director. These problems further stressed student morale.

The biggest critical incident of the semester centered around housing. Again, due to the lack of lead time, the group ended up in an over-priced, under-quality room and board (what little food was served) situation. Midway through the semester the group managed to get out of its housing contract and moved to better housing. The housing problem brought morale to a low right before the move. The problem and the move did seem to contribute to group cohesiveness. At the time of the move another questionnaire (see Appendix F) was administered. The results of this questionnaire are not presented since the information is better revealed in forthcoming interview data.

Out of the student morale problem arose a basic communication problem with the Bakersfield College administration and with the Mexican government. The low student morale was communicated home in a variety of ways. The college became very concerned about curriculum development being retarded. The project staff was split in prioritizing these two concerns. For awhile it was very difficult for any two of us to discuss the project rationally because of difficulties in communication coming out of this confusion. Fortunately, after the move and after money started arriving, the situation improved, and we found that we really could peacefully co-exist and talk to one another.

The problems with the Mexican government did not so readily resolve themselves. There continued to be a series of minor incidents which mutually irritated Mexican officials and our students. Fortunately, the semester ended and our students made it home alive and well for Christmas; and we all managed to avoid creating an "international incident". It was probably mutually beneficial that the Mexican government had to withdraw their support even though it necessitated seeking an acceptable alternative for the spring. We are appreciative of the support the Mexican government initially gave the project.

We honestly believe that all of these problems could have been avoided or at least attenuated if we had had sufficient lead time to make all arrangements and modify them in accordance with the agreements reached. We feel that three months should be adequate.

Our next concern was to ascertain how the students had fared through the "Mexican Experience". So, each student was inter-

viewed. Each student was given a copy of the interview schedule prior to the interview. The interview schedule is presented in Appendix G. The interviews with students and staff consumed better than 30 hours.

The interviews with students revealed some major benefits and major problems with the semester. The degree of agreement between students was amazing. The major benefits were:

a. the international experience was great;
b. cohesiveness among students was good and helpful;
c. living in a foreign environment was a great learning experience;
d. much was learned about the Mexican and Chicano cultures and their heritage;
e. all students felt the experience was worth the time and effort and hardships required;
f. the project development (individual student's projects) was a very good learning experience.

The major problems were somewhat more specific:

a. the lack of money was a true hardship;
b. original housing was intolerable; it improved after the move;
c. too much work was expected;
d. the expectations for the students were not sufficiently clarified;
e. a lack of acceptance by Mexican students;
f. being set up as a special program reduced contact with Mexicans;
g. inability of on-site project personnel and Mexican government to communicate;
h. too many demands by Mexican government.

Staff interviews resulted in a series of recommendations. These recommendations are summarized in Table 3.

Based upon these recommendations and the interview data, we felt that with more experienced planning and an alternative program the benefits of the international component of the program could be maintained while the problems and costs could be reduced. Our first alternative was to set up a second semester program at the University of Guadalajara where they are truly experts in

TABLE 3

RECOMMENDATIONS FOR INTERNATIONAL
COMPONENT OF PROJECT

1. There should be three staff members in Mexico--two instructional staff members and one logistics person to work with Mexican government.

2. Set up field trip program prior to departure of second group from Bakersfield.

3. Program should be headquartered within one hour bus driving distance of Mexico D.F.

4. Local government officials should be made aware of our presence and objectives.

5. Professors hired for program should be totally advised of their responsibilities.

6. Bakersfield College administration should receive returning students in a style equal to the "red carpet treatment" initially provided in Mexico.

7. Set up Sister City Relationship--Mayor.

8. Pen pals with Mexican students and Chicano B. C. students selected to come in second group.

9. Set up homes for dinners and social events.

10. Set prerequisites to the program:
    a. Chicano studies courses in history, sociology, anthropology and psychology;
    b. At least $400 banked or available for use;
    c. Student projects to be identified, outlined and researched prior to acceptance;
    d. A statement of agreement signed by students to meet project requirements.

11. Travel to Mexico--Air travel is the most agreeable mode of transportation because it keeps problems that may occur to a minimum. Municiple transportation from the airport is excellent.

12. Living accommodations
    a. The number of persons occupying one room should not exceed three.
    b. A contractual agreement should literally itemize every service to be rendered--i.e.:

TABLE 3
(cont.)

1. linen
2. cleaning of rooms
3. drinking water
4. phone use
5. toilet paper
6. transportation service
7. water for bathing
8. accessibility to rest rooms
9. refrigerator and stove
10. total use of recreational, lounge and study areas
11. closet facilities for all.

13. Evaluation procedure for student performance
    a. Every two weeks evaluate classroom and project development.
    b. Attendance.
    c. Group work.

14. Reasons for "dismissal" of students should be established based upon:
    a. Lack of attendance.
    b. Inability to adequately obtain project materials in designated time cycle.
    c. Behavior proving to be injurious to group cohesiveness.

accommodating groups of foreign students. Unfortunately, the same staff and time problems again arose as it was late December and school was starting in a week. With the Bakersfield College administration, the decision was made to not go to Guadalajara.

The next alternative was to not go to Mexico for a semester. Instead, the selected students would begin work in Chicano Studies and undertake individual projects in Bakersfield. Then, midway through the semester they would embark on an intensive 15 day study tour of Mexico City, its environs and the Yucatan. Since this alternative could be afforded by the project and was agreeable to the college administration, it was adopted. Appendix H presents an itinerary of the tour.

Again the students went through an orientation. Rather than using a questionnaire, we simply asked them to respond to the orientation. The all responded positively and very quickly got started working on their projects.

The trip to Mexico went very smoothly. Interviews revealed that all students found it to be an exciting learning experience--the best they had ever had. They felt that they learned a phenomenal amount about Mexican and Chicano Heritage. They became even more enthusiastic about their projects and about Chicano Studies. They also felt that they worked very hard and found the tour to be very tiring, but "oh so worth it".

There is much less to add to what has already been said about the curriculum materials aspect of the project. Materials did get developed. It took more time and cost more money than planned. We were frustrated by our inabilities to field test and disseminate.

A final comment in this narrative, we interviewed almost everyone involved in the project sometime during the project. Often the interviews were informal, but they almost all revealed the same things. The project did many good things as noted in the list of accomplishments. Yet, it could have been better. Everyone was impressed at the amount of work the students put into the project.

EXTRAORDINARY FEATURES OF THE PROJECT

Project MECHICA demonstrated three extraordinary features which merit additional discussion. They are: a) the international aspect; b) the inter-institutional aspect; and c) the curriculum development model generated within the project.

The International Aspect

We feel that the international experience which our students had did more for them in terms of multi-cultural understanding than any educational experience that they have previously had. The international component of the project was costly; but for these students, it was unquestionably worth the expense.

The project staff was initially too naive about the difficulties and nuances involved in setting up an international program. Based upon our experiences, we strongly make the following suggestions to anyone interested in setting up an international or multi-national educational program:

a. Allow ample lead time (at least 3-6 months).
b. Whomever arranges the program must
    1. fluently speak the language of the host officials;
    2. have decision making authority; and
    3. have a title commensurate with that authority.

c. The same three criteria apply to the on-site project supervisor in the host country.
d. Project leaders must be capable of socializing comfortably with host officials.
e. Expected behaviors must be explicitly defined for participants.
f. Currency exchange rule (getting money from here to there) should be investigated in advance.
g. Project staff must push their own institutional administrators into finding or setting applicable policy in advance.
h. Above all else, project staff must keep in mind the venerable adage "When you're up to your ass in alligators, it's hard as hell to remember that you were sent to drain the swamp".

We feel that one's ethnic heritage becomes much more visible to oneself in light of international and multi-cultural experiences. Consequently, we feel that the international component of Project MECHICA has added depth, a quality and positive nuances to all project materials. We feel that these properties could not have been built into the project in any other way so that the international component was much more than just a positive experience for our students. It was absolutely an essential first step in developing the material products of the project.

The Inter-Institution Aspect

Project MECHICA was originally conceived to be a consortium of several institutions. Bakersfield College would provide a home, students, and a functioning Chicano Studies program for the project. California State College at Bakersfield would provide a teacher education program and students of that level. The Bakersfield City School District would provide staff for in-service work and a laboratory for field testing. All three of these institutions would receive the appropriate curricular products from the project for their continuing use. A Mexican University, as originally conceived, but the Mexican Ministry of Education, as it turned out, would provide a place for the student exchange to occur and would add an international dimension to the project. As the products developed by MECHICA students were disseminated, additional institutions would become involved.

Consortia can be viewed both in terms of their intended and their actual structures. Such distinctions can be graphically represented (Kaliden, 1971 and Hayward, 1970). We feel that an elaboration on the intended and actual consortia at various phases of Project MECHICA is essential to an understanding of the inter-institutional aspects of the project.

The Interinstitutional Structure of Project MECHICA

We have developed a graphic method of describing the interinstitutional relationships of Project MECHICA. Appendix I presents a key to graphic illustrations of interinstitutional arrangements.

This section will describe the intended interinstitutional cooperative relationships and the actual interinstitutional relationships that developed as the project progressed. There were three major patterns of interinstitutional relationship arrangements in Project MECHICA: (1) Phase One, Cycle One; (2) Phase One, Cycle Two; and (3) Phase Two.

Phase One, Cycle One

During Phase One, Cycle One of Project MECHICA, two Bakersfield College Chicano Studies faculty members and one Bakersfield City School District bilingual-bicultural education specialist were to accompany twenty Bakersfield College Chicano Studies students to Cuernavaca, Morelos, Mexico, and study and research the Mexican historical and cultural roots of the Chicano. One of the eight major branches of La Secretaría de Educación Pública in Mexico, La Dirección General de Educación Tecnologica-Industrial, was to assist the Bakersfield College group at one of its institutions, Ciudad Industrial del Valle de Cuernevaca (CIVAC), in a variety of ways. An educational project of the Organization of American States at CIVAC was also to assist the Bakersfield College group in Cuernavaca. The American Association of Community and Junior Colleges was to provide consultative services to the project and act as a liaison between the project personnel and the Mexican government. (See figure 1 on the intended structural arrangements for fall 1974, Phase One, Cycle One.)

The actual interinstitutional relationship of the various institutions and organizations that developed in the fall 1974 were consistent with the intended expectations, except for several changes.

(See figure 1 on the actual structural arrangements for fall 1974, Phase One, Cycle One.)

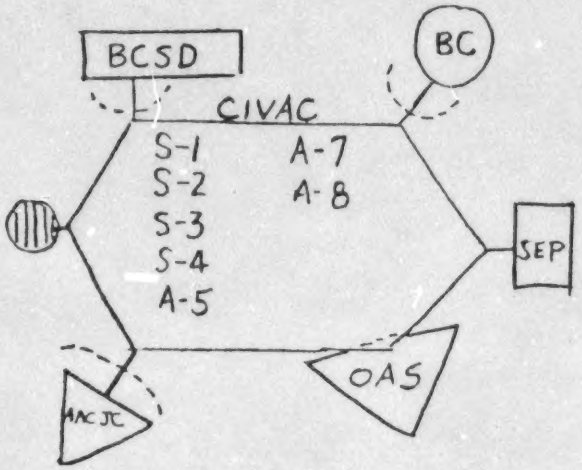
Bakersfield College proposed to La Dirección General de Educación Tecnologica-Industrial to participate in an exchange of fifteen students and two faculty. Because Project MECHICA was funded at $70,000, $27,000 less than the amount proposed, a few budgetary revisions were necessary, one being the reduction in the total number of student participants. Because the proposal was made in late July, a few weeks before school was to begin in Mexico, the Mexican government proposed postponement of their faculty and student exchange until the spring semester 1975. That would allow them more time to make the necessary plans to participate. There was no other alternative to Bakersfield College at such a late date in the summer.

Thus, two part-time Chicano Studies instructors volunteered to go in place of the original proposed full-time professors. The part-time faculty members were paid from Project MECHICA funds; however, they were not paid a full-time professor's salary. The inability of the Mexican government to send their faculty members did not allow the president of Bakersfield College to consider participation of the Bakersfield College professors until the spring semester 1975.

CIVAC and the OAS provided the plant facilities for Project MECHICA in Mexico. Additionally, La Dirección General provided assistance in locating housing facilities for the group. Both CIVAC and the OAS provided their available library facilities to the group. The group was also given use on selected occasions of

INTENDED STRUCTURAL RELATIONSHIPS FOR FALL 1974

PHASE ONE, CYCLE ONE

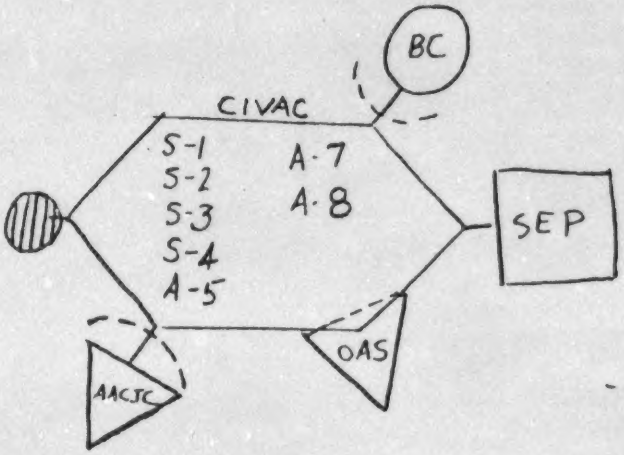


Project MECHICA in Cuernevaca, Morelos, Mexico at CIVAC

Organization of American States (S-1) (S-2) (A-5)
Secretariá de Educación Pública (S-3) (S-4) (A-5) (A-6) (A-7) (A-8) (A-9)
Bakersfield College (A-4) (A-7) (A-8) (A-9)
Bakersfield City School District (A-5) (A-7) (A-9)
American Association of Community and Junior Colleges (A-5) (A-9)

ACTUAL STRUCTURAL RELATIONSHIPS FOR FALL 1974

PHASE ONE, CYCLE ONE



Project MECHICA in Cuernevaca, Morelos, Mexico at CIVAC

Organization of American States (S-1) (S-2) (A-5)
Secretariá de Educación Pública (S-3) (S-4) (A-5) (A-9)
Bakersfield College (A-4) (A-7) (A-8) (A-9)
Ciudad Industrial del Valle de Cuernevaca (S-2) (S-3)
American Association of Community and Junior Colleges (A-5) (A-9)

FIGURE 1. Cooperative structural arrangements in Project MECHICA, Fall 1974: Phase One, Cycle One.

the Secretaría de Educación Pública buses for special field trips and excursions.

The major decision-making process was concentrated with the director of the project in Bakersfield College and the Director General of La Dirección General de Educación Tecnologica-Industrial in Mexico City. This was a difficult relationship due to the distance of the two groups and the problems associated with it. Minor decisions were made by the two Chicano Studies faculty members at CIVAC. A more thorough analysis of the decision-making process is included in the Interinstitutional Operation of Project MECHICA section.

The Bakersfield City School District did not send a bilingual-bicultural education specialist to Mexico. The institutional-administrative commitment from this group was too late (early August 1974) to allow its participation during Phase One.

The American Association of Community and Junior Colleges, through the assistance of its director, Jorge M. Perez Ponce, assisted Bakersfield College in establishing their international relationship with the Mexican government and its educational bodies. Ponce also acted as a liaison between Bakersfield College and the Mexican government.

Phase One, Cycle Two

The intended interinstitutional cooperative arrangements between Bakersfield College and the Mexican government were essentially the same as those of Phase One, Cycle One. However, due to a series of events and circumstances a major revision was necessary in

Phase One, Cycle Two. (See figure 2 on the intended and actual structural arrangements for the spring semester 1975.)

The Project Director wrote to the Office of Education Ethnic Heritage Studies Programs Branch on January 6, 1975:

> . . . due to a series of new considerations and in light of the evaluation conducted by Dr. Clark, the following adjustments were necessary:
>
> 1. Instead of sending a second and new group of students and faculty to Mexico for studying and researching the historical and cultural roots of the Chicano in Mexico, it was instead decided to concentrate the second group's efforts in the following way: (a) conduct research focusing on the Chicano in the United States; (b) make the base of operations for this second group Bakersfield, California--instead of Cuernevaca, Mexico, as was the case with the first group; (c) supplement this study and research of the Chicano in the United States with two planned field trips--one to a Mexican border town . . . and the other to Mexico City (21: 1-2).

The Director of Project MECHICA wrote on the reasons for the Mexican field trips:

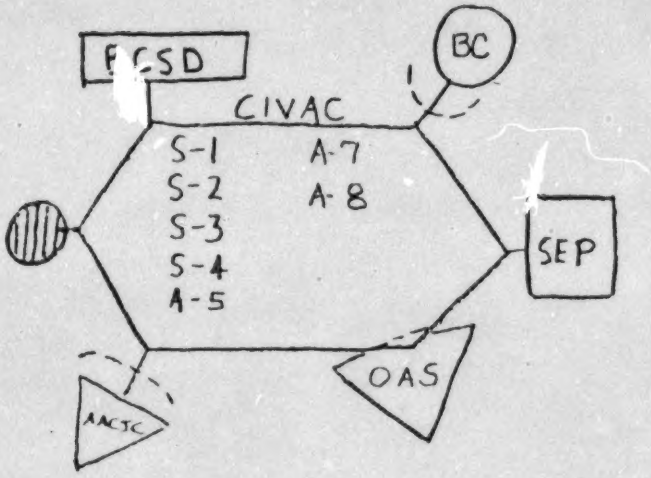
> The two Mexican field trips are necessary for the following reasons: (a) to expose the second group of students to those resources they need in their development as bilingual-bicultural teachers; (b) to involved teacher and teacher aides from Bakersfield College, California State College, Bakersfield, and the Bakersfield City School District in the preservice training of those materials developed by the first group in Phase One; (c) to expose the entire group to the fact that the study of the Chicano requires an international and intercultural dimension and that this approach is necessary for (d) the need to reduce the provincialism and ethnocentrism of community college students and teachers in the various educational levels (21: 2).

Other alternatives were considered but not adopted. The project director wrote:

> . . . It should be pointed out that one of the alternatives considered, but not adopted, was to send the second research team to the University of Guadalajara, Mexico. Elaborate and extensive planning went into this alternative but there were problems that made this consideration less favorable . . . We exhausted every possible alternative in attempting to plan an exact repetition of Phase 1, Cycle 1 (21: 2).

INTENDED STRUCTURAL RELATIONSHIPS FOR SPRING 1975

PHASE ONE, CYCLE TWO

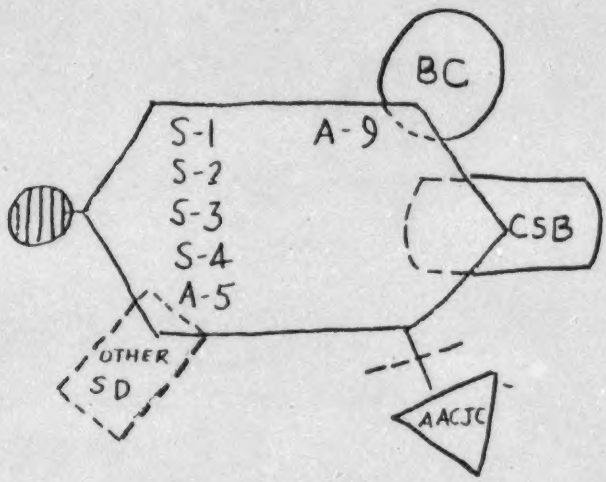


Project MECHICA in Cuernevaca, Morelos, Mexico at CIVAC

Organization of American States (S-1) (S-2) (A-5)
Secretaria de Educacion Publica (S-3) (S-4) (A-5) (A-6) (A-7) (A-8) (A-9)
Bakersfield College (A-4) (A-7) (A-8) (A-9)
Ciudad Industrial del Valle de Cuernacaca (S-2) (S-3)
Bakersfield City School District (A-5) (A-8)
American Association of Community and Junior Colleges (A-5) (A-9)

ACTUAL STRUCTURAL RELATIONSHIP FOR SPRING 1975

PHASE ONE, CYCLE TWO



Project MECHICA in Bakersfield, California, Bakersfield, College

Bakersfield College (S-1) (S-2) (S-3) (S-4) (A-5) (A-9)
Californai State College, Bakersfield (S-1) (A-5) (A-9)
American Association of Community and Junior Colleges (A-5) (A-9)
Other School Districts (A-9)

FIGURE 2. Cooperative structural arrangements in Project MECHICA, Spring 1975: Phase One, Cycle Two.

During the spring semester 1975 Bakersfield College Chicano Studies faculty members and students researched various dimensions of the Chicano in the United States. Bakersfield College served as the institutional facility for this work and it was also the administrative center for the project.

However, California State College, Bakersfield faculty and students also became intimately involved in this phase of the project. Their participation strengthened the work of the project.

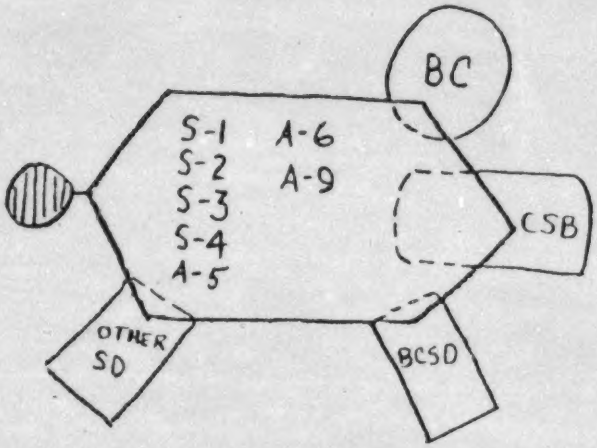
During the Mexico City-Yucatan field trip in March 1975 there was additional participation by other institutions and individuals. (See Appendix H) The Director of the AACJC Office of International Programs made several presentations on bilingual-international education. There was also participation by several distinguished professors who contributed valuable lectures and seminars. Also, several graduate and student participants interested in Chicano Studies and bilingual education accompanied the group to Mexico.

Phase Two

The actual Phase Two interinstitutional relationships were basically the same as the intended, except for a few minor changes. (See figure 3 on the structural cooperative arrangements in Phase Two.) The Coordinator of Bilingual-Bicultural Education at California State College, Bakersfield, directed this phase of the project as planned. California State College, Bakersfield, also provided the plant facilities and there were shared academic programs between Bakersfield College and California State College, Bakersfield.

INTENDED STRUCTURAL RELATIONSHIPS FOR SPRING 1975

PHASE TWO

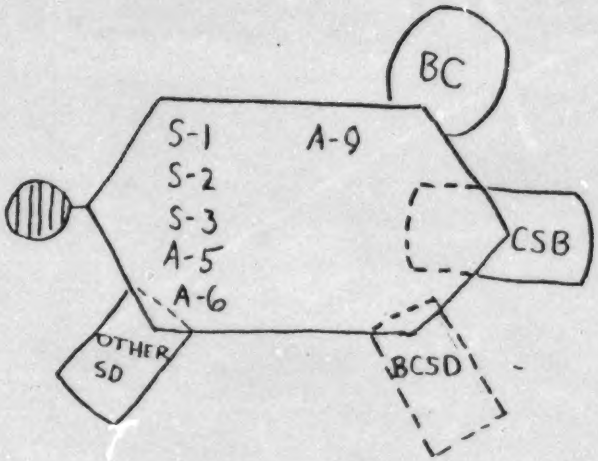


Project MECHICA in Bakersfield, California

Bakersfield College (S-1) (S-3) (S-4) (A-5) (A-6)
Calfornia State College, Bakersfield (S-1) (S-2) (S-3) (A-5) (A-6) (A-9)
Bakersfield City School District (S-1) (A-5) (A-9)

ACTUAL STRUCTURAL RELATIONSHIPS FOR SPRING 1975

PHASE TWO



Project MECHICA in Bakersfield, California

Bakersfield College (S-1) (S-3) (S-4) (A-5) (A-6)
California State College, Bakersfield (S-2) (S-3) (A-5) (A-6)
Bakersfield City School District (A-9)
Other School Districts (A-9)

FIGURE 3. Cooperative structural arrangements in Project MECHICA, Spring 1975: Phase Two.

The Bakersfield City School District education specialist in bilingual-bicultural education did not participate in the program; however, there was informal (meaning personal but not a formal institutional commitment) participation by teachers and teacher aides from the District. There was also additional participation by graduate students at California State College, Bakersfield, and by teachers and teacher aides from other school districts in Kern County.

A Bakersfield College Chicano Studies professor assisted the California State College, Bakersfield, education professor in Phase Two. The two institutions also shared library and research facilities and data.

As mentioned earlier, there were no major changes between the intended and actual structural relationships of Phase Two.

It was from these consortia arrangements, then, that the effects of Project MECHICA would grow. The actual effects and final working relationships are discussed elsewhere. We decided that it was imperative to assess the inter-institutional operation nature of the project. Bradley (1971) has identified a set of dimensions for assessing consortium effectiveness. He calls his dimensions the "five E's". Bradley's "five E's" are the following: 1) Expanded student and faculty opportunities; 2) Promotion of managerial Efficiency; 3) Expanded opportunity for innovation and change; 4) Expanded

opportunity for interpersonal contacts; and 5) Entrepreneurship. He presents an impressive set of arguments supported by relevant data which establishes the "five E's" to be criteria for consortium performance. An effective consortium produces an increase in each of these dimensions.

We accepted Bradley's "E's" as being the best criteria for consortium effectiveness to be found in the literature. We then developed a questionnaire to measure perceptions of Project MECHICA with respect to the "five E's". We started with Bradley's operational definition for each "E". A set of items were written for each "E" which essentially asked the respondent a direct question about his/her experience with Project MECHICA. Each set of items attempted to follow Bradley's definitions closely.

A panel of three "experts" was identified. Each member had some background (doctoral work) and experience in educational research and the use of questionnaires. Each panel member was given Bradley's article and the five sets of items. Each member rated the items in each set as being appropriate to its "E", based upon Bradley's definition. Each member also indicated ambiguities, inappropriateness, potential modifications, etc. for each item. This rating process continued until there was consensus among the panel for each set of items. At that point the panel equalized the number of items so that each set was left with nine items. The sets of items are as follows:

EXPANDED STUDENT AND FACULTY OPPORTUNITIES--

> Project MECHICA allowed me to find more effective methods of teaching and/or learning for myself.

Participation in Project MECHICA helped me to learn things which I see as being relevant to me.

Participation in Project MECHICA allowed me to develop new and/or better ways of working with people.

The independent studying activity in Project MECHICA was a valuable part of the program.

Participation in Project MECHICA provided me with a learning experience which I otherwise might not have had.

Participation in Project MECHICA allowed me to learn much more about my cultural heritage.

Participation in Project MECHICA helped me to develop new views on Chicano Studies and/or bilingual/bicultural education.

Participation in Project MECHICA has increased my awareness to career opportunities available to me.

Project MECHICA presented a different educational experience for me.

PROMOTION OF MANAGERIAL EFFICIENCY--

The cooperation of the various participating institutions allowed Project MECHICA to occur.

In working with Project MECHICA I have learned things which will help me do my own job better.

Considering the scope of the project, Project MECHICA took less of my time than I might have expected.

Project MECHICA took more of my time than the benefits that I received were worth.

The organization of Project MECHICA allowed a cultural interchange to occur with a minimum of bureaucratic impediments.

Participation in Project MECHICA consumed too many of my resources (too much time, too much money, . . .).

Project MECHICA would have been much better organized if all decision making could have occurred in one institution.

Project MECHICA made it possible for many persons to experience an intercultural exchange at a minimal cost.

The cooperation of the various participating institutions allowed Project MECHICA to occur with less expenditure of resources than would have otherwise been possible.

EXPANDED OPPORTUNITIES FOR INNOVATION AND CHANGE--

I would tend to support any innovation efforts which might lead to a better program.

An experience like Project MECHICA should be available for all students who are interested in participating in it.

Project MECHICA resulted in new curriculum materials for Chicano Studies courses.

Programs such as Project MECHICA can be sources for improving educational programs.

I would support and/or participate in another program such as Project MECHICA.

The organization of Project MECHICA allowed new (and/or innovative) things to happen to students.

Project MECHICA resulted in persons becoming more involved in Chicano Studies.

Participation in Project MECHICA has helped me become more receptive to different teaching methodologies.

Participation in Project MECHICA has had a significant impact on my views toward my work.

EXPANDED OPPORTUNITIES FOR INTERPERSONAL CONTACTS--

Much of what I learned by participating in Project MECHICA was from the people I worked with.

I enjoyed feeling a sense of community with the project participants.

My contact with other project participants was valuable.

I enjoyed meeting my counterparts from institutions in another country.

I met interesting people through my contact with Project MECHICA.

Project MECHICA allowed me to make contacts with other people.

Participation in Project MECHICA allowed me to establish relationships with other people.

Participation in Project MECHICA provided me with contact with people with whom I could talk about things which were important to me.

The associations I developed with others through Project MECHICA were meaningful to me.

ENTREPENEURSHIP--

Cooperative inter-institutional programs can produce worthwhile results.

Inter-cultural programs are effective learning experiences.

My participation in Project MECHICA will help me to participate in other grant-supported activities later on.

The experiences I have had in Project MECHICA will help me do useful things in the future.

I met someone through Project MECHICA who will be able to help me achieve some of my goals in the future.

I intend to maintain involvement in inter-cultural activities.

Participation in Project MECHICA stimulated me to follow up on some topics of interest to me.

I can now do something which I could not have before my participation in Project MECHICA.

Project MECHICA would have been more successful if it had been directed by some external agency.

These 45 items were randomly ordered to form a questionnaire. Note that a few items are "reversed" so that a negative answer actually represents more of the dimension being assessed. Originally, each item was to be responded to on a five point "stongly agree"--"strongly disagree" Likert type scale. However, it was decided to use a machine scoring format which only allowed five answer choices, and we felt one choice should be allowed for "no opinion".

So, a four point Likert-type scale was used. The answer choices in accordance with Cliff (1959) became "strongly agree", "slightly agree", "slightly disagree", "strongly disagree", and "no opinion". Given the problems in interpreting neutral or "center-point" answers, the reduction from a five-point scale to a four-point scale with the no opinion option seemed to be most appropriate. To complete the questionnaire, a final free response "tell us anything else relevant to the project" question was added.

The original data collection design provided for grouping data based upon institution and type of respondent (student, teacher, project staff, or institution administrator). Due to a variety of reasons, primarily unavailability of respondents, this design could not be implemented. We did gather data from Bakersfield College students who participated in the Project and went to Mexico, from teachers who were to refine and implement project materials for use in their classes and who were simultaneously enrolled in an appropriate class at Cal State, from project staff, and from the two most appropriate Bakersfield College administrators (the Dean and the Associate Dean of Instruction, both of whom had some involvement and concern for the project). For political reasons we could not approach Mexican government officials. Bakersfield City School District did not become an active consortium member. So these four groups do represent the available data sources from the working consortia from different phases of the project. It should be noted that the institutional contacts at California State, Bakersfield,

are included among the project staff.

Data collection took place in May, 1975. Respondents filled out "mark-sensed" forms. Respondent anonymity was assured. After collection the response forms were scanned for extraneous marks. Such marks were erased. (An extraneous mark is defined as any mark within the overall response field but not in a defined answer space. Such marks can cause read errors in the scoring system.) The data were then read by a 3M RST 5500 test scoring machine which interfaces with a Hewlett-Packard 2000F computer. The data were analyzed by the ISI program developed by Veryl Dennis and Paul Carlson as part of the MSEP package for the School of Pharmacy, Ohio State University. The basic program output included response tallies, means, and standard deviations for each item for each group. It must be noted that the "no opinion" option is excluded in determining the item mean. From the computer print out data were further analyzed so that "reversed" items were "unreversed" (means on such items transformed to the same scale as other items). Then, item means were combined to provide a mean response for each of the five "E's" within each responding group.

The results are presented in the following tables. Each table presents the results for one of the "E's". It must be noted that a smaller mean response indicates a more positive response on the scale. A mean response of 1.0 would indicate that respondents strongly agreed that Project MECHICA demonstrated the "E" criteria. A mean of 2.0 indicates slight agreement. A mean of 3.0 indicates slight disagreement. The Mean N column indicates

the mean number of respondents per item on that scale. Group size is the number in the group who returned the questionnaire. Note again that each scale composed of nine items.

TABLE 4. RESULTS OF INTER-INSTITUTIONAL QUESTIONNAIRE

TABLE 4.1. RESPONSES TO STUDENT-FACULTY OPPORTUNITIES SCALE

Group	Mean Response	SD of Mean Response	Mean N	Group Size
Staff	1.27	.212	7.33	8
Students	1.24	.158	26.42	27
Teachers	2.14	.427	6.44	8
Administrators	1.50	*	.44	2
Total	1.39**			

TABLE 4.2. RESPONSES TO MANAGERIAL EFFICIENCY SCALE

Group	Mean Response	SD of Mean Response	Mean N	Group Size
Staff	1.81	.569	7.44	8
Students	2.06	.543	25.00	27
Teachers	1.82	.448	6.89	8
Administrators	1.40	*	.67	2
Total	1.96			

TABLE 4.3. RESPONSES TO INNOVATION AND CHANGE SCALE

Group	Mean Response	SD of Mean Response	Mean N	Group Size
Staff	1.41	.131	7.44	8
Students	1.32	.147	26.50	27
Teachers	1.62	.357	6.89	8
Administrators	1.20	*	1.67	2
Total	1.38			

TABLE 4.4. RESPONSES TO INTERPERSONAL CONTACTS SCALE

Group	Mean Response	SD of Mean Response	Mean N	Group Size
Staff	1.33	.242	7.78	8
Students	1.29	.186	26.39	27
Teachers	1.65	.302	6.33	8
Administrators	1.15	*	1.22	2
Total	1.35			

TABLE 4.5. RESPONSES TO ENTREPRENEURSHIP SCALE

Group	Mean Response	SD of Mean Response	Mean N	Group Size
Staff	1.35	.258	7.33	8
Students	1.50	.482	26.33	27
Teachers	1.73	.544	6.33	8
Administrators	1.33	*	.67	2
Total	1.50			

*NOTE: Due to the group size and high frequency of no opinion responses, it would be ludicrous to report standard deviations for administrators.

**NOTE: The total mean response is a weighted mean:
Σ(mean response x mean N)/mean N

Due to the size of the administrator sample, it has been dropped from further analysis. These results were analyzed by a 5 x 3 analysis of variance on the item means. The first factor for the analysis was "E" scale. The second factor was subject group. The analysis was performed by using the "GANOVA" program in the Hewlett-Packard 2000F System's Library. Table 5 presents cell means for the analysis of variance. Table 6 presents an analysis of variance summary table.

TABLE 5. CELL MEANS IN ANOVA DESIGN.

E-Scale	Group: Staff	Students	Teachers	Mean*
S-F Opp	1.27	1.24	2.14	1.55
Man. Eff.	1.81	2.06	1.82	1.90
Inn. & Ch.	1.41	1.32	1.62	1.45
Int. Cont.	1.33	1.29	1.65	1.42
Ent.	1.35	1.50	1.73	1.53
Mean	1.43	1.48	1.79	1.57

*The Mean row and column presents unweighted arithmetic means of the cell means. These unweighted means are helpful in relating this table to the ANOVA summary.

TABLE 6. SUMMARY TABLE FOR 5 x 3 ANOVA.

Source	df	SS	MS	F
E-scale	4	3.96	.99	7.36*
Group	2	3.37	1.69	12.54*
Interaction	8	3.43	.43	3.19*
Error	120	16.16	.13	

*Indicates statistical significance, $p \leq .01$.

Applying the procedures given in Winer (1962) for individual comparison of cell means in a two factor experiment, we find a cell mean difference of .11 would produce a significant F ratio ($p \leq .01$) between the different E-scales. A cell mean difference of .15 would produce a significant difference between the different groups. Winer cautions against applying this form of testing beyond simple main effects when there is a significant interaction.

The mean of all responses of 1.57 (Table 5) tells us that all respondents tended to rate Project MECHICA about half way between slightly positive and strongly positive on all five E-Scales. The significant differences indicate that the manager-

ial efficiency of the consortiu was less positively viewed than its other attributes. This lack of perceived managerial efficiency of the consortium seemed strongest in students who participated in the project. Examination of individual item means shows that students felt the project consumed large amounts of their time and resources. The results also show that the teachers as a group responded less positively to most aspects of the consortium effort than the other groups.

Relating these results to the project as a whole, we see that those involved in the project perceived the project as being quite positive along four of the five criteria scales. It was perceived as only slightly positive in terms of providing opportunities for improving managerial efficiency. Those respondents more closely involved with the project (staff and students) tended to see the project more positively on all five scales. The major exception to this generalization is that students found the project to be quite demanding. Obviously, if the project consumed much of their time and resources, it did not improve their own managerial efficiency. This exception is supported by a variety of comments obtained from student interviews.

It must be concluded that Project MECHICA was perceived as a successfully operating consortium by those who participated in it. This finding gives support to the project's overall worthwhileness. The use of Bradley's five "E's" for consortium effectiveness was definitely helpful in assessing the contribution and impact of inter-institutional cooperation in the operations and effects of Project MECHICA.

The Curriculum Development Model

Project MECHICA provides a somewhat different model for curriculum development. The model calls for cultivating a group of students as developers and subject matter experts. Provide these students with experience to truly give them some specific subject matter expertise. Then, through interaction between staff resource people and the students, transform the expertise in the student into a curriculum unit. Together, the student and staff develop, test and refine that unit until it is successful in achieving its purposes.

We feel this model has three potential areas of strength:

1. By using "developers" who are more in touch with (their fellow) students, the curriculum materials should:
   a. be more in line with the student point of view;
   b. show enthusiasm and evoke enthusiasm in ways more in line with student desires; and
   c. gain an excitement of their own in reflecting the developers excitement in recently learning something new and meaningful to him/her.
2. Theoretically at least, development costs should be reduced sufficiently to compensate for the student training and "expertise-giving" components of the model. Cost reductions should come through:
   a. savings on developing initial prototype since it requires a minimum of staff time;
   b. with so many developers testing can be carried out by large numbers and, hence, reduce field testing costs; and
   c. again the number of developers should reduce time and cost for refining and revising.
3. Simultaneous to developing the materials there are benefits being accrued by the student developer. Each student developer can get invaluable international experience, expertise acquiring experience and curriculum development experience.

The fact that we did end up with materials adds some credence to this model. Project MECHICA was not designed to test the

model. We did try to follow this model. We feel that the model is of sufficient interest and potential benefit to warrant testing.

CONCLUDING REMARKS

This report has been an honest attempt to describe what happened in Project MECHICA. The report does not claim to be objective. However, it does have a subjective honesty to it. The report does not claim to be comprehensive. However, it does attempt to coherently present and discuss the major outcomes of a rather complex project.

Looking back over the past year, it is easy to see our biggest mistake. We were too ambitious and too hopeful. The objectives and goals of Title IX in themselves were too ambitious . . . This, in turn, made our objectives inherently too ambitious and hopeful. We have learned a lot about Chicano Studies, developing curricular materials, international educational experiences and project management. The project did produce a reasonably impressive list of accomplishments.

Overall, we must rate the project as successful. We have had good times and bad times with the project. We have all worked many more hours than we were paid for. Yet, seeing the enthusiasm in our students as they experienced Mexico and as they completed their projects renews our hopes of making progress toward achieving a society which accepts, understands and respects its cultural pluralism. The growth we have experienced through Project MECHICA

increases our personal and professional dedication to working with people to help them accept, understand and respect themselves and one another. We feel that Project MECHICA was one example of facilitating true cognitive and affective growth in our students as we all have furthered our understanding of our heritage and its relationship to personkind.

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